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17. ABSTRACT (MAX. 250 WORDS)

A four-week summer school pilot program was conducted to determine whether such a program could help migrant children overcome the educational losses they suffered as a result of frequent shifting of job locations.

Visits were made to migrant workers' camps to enroll pupils. Enrolled were 22 children from 7 to 14 years of age. Of the 22, nine had never attended school and could not speak English; the rest had had from one to five years of school attendance. Achievement tests showed that the children were two years below indicated grade level. The school schedule was flexible; the school program provided for individual differences. Music, games, and visual materials were extensively used.

Children who attended the school for only two weeks showed achievement and improvement in behavior. Children who attended the school for the full four weeks made the greatest gains in arithmetic. The children were retarded only in the educational sense of the word.

Migrant parents welcomed the summer school. Children were enthusiastic. Employers reacted favorably and contributed time, money, and transportation to help insure the success of the project. Community opinion was generally favorable. There was some resentment, however, that the summer school was provided for migrant children and not for the local children.

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ERIC Form 1

# EDUCATION ON THE MOVE

## Report of a 1960 Demonstration Summer School for Migrant Children in Manitowoc County, Wisconsin

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Sponsored by
The Manitowoc County Migrant Committee
at the request of
The Governor's Committee on Migratory Labor
The Governor's Commission on Human Rights

ED002662

# INTRODUCTION

**The following report** on the Manitowoc County four weeks' school for migrant children in 1960 was prepared by the teacher, Lester J. Kornely, for the Governor's Commission on Human Rights. Mr. Kornely was employed by Mrs. Rebecca Barton, director of the Governor's Commission on Human Rights, to conduct a pilot project on behalf of the Governor's Commission on Human Rights and the Governor's Committee on Migratory Labor and under the auspices of the Manitowoc County Migrant Committee.

**The two state** groups concerned have had a long-time interest in solving the problem of educational opportunities for migrant children on-the-move. The Governor's Commission on Human Rights has always emphasized the State's responsibility for public education for these children and was instrumental in the passage of a bipartisan resolution to this effect in the last session of the legislature. *(See Joint Resolution 111-S, page 19.)* In addition, our Commission on November 19, 1959, requested the Industrial Commission to issue an order under its rules and regulations governing child labor to prohibit children under 12 years of age from working in commercialized agriculture. Our main purpose was to free these children for schooling. *(See text of the order which was issued by the Industrial Commission effective June 1, 1960, page 19.)* As a next step to make schooling available to the children, our Commission is encouraging the establishment of publicly-supported summer schools.

**Furthermore, Mrs. Elizabeth** Brandeis Raushenbush, chairman of the Governor's Committee on Migratory Labor, suggested the value of a school demonstration this past summer in order to have a current example when requests are made to the 1961 legislature to provide state aid to school districts willing to establish summer schools for such disadvantaged children. The Governor's Committee on Migratory Labor has also gone on record to continue its support of a University School of Education research project designed to provide information about the movement and the educational level of migrant children who

come to Wisconsin each year. Both this research project and the summer school demonstration give our state vital knowledge and experience for planning the best kind of school facilities. The Governor's Commission on Human Rights was happy to offer our staff, services and budget toward supporting once more the type of project we have been encouraging since our inception in 1949.

**The Governor's Commission** wishes to extend our gratitude to Mr. Kornely and to County Superintendent Armond Kueter and his staff for their excellent work and report and to the Manitowoc County Migrant Committee for sponsoring this project on short notice at our request. It is a source of satisfaction to us that Mr. Kornely early reported to us the following points:

1) He enjoys the children and says they are "the best children to teach that he has ever encountered." The work is strenuous because of the wide range of educational level, but he feels it presents an "unusual opportunity" for him to learn more about teaching.
2) The Wisconsin neighbor children come to play with the migrant children at recess and one boy was so eager to attend himself that Mr. Kornely let him come to be his helper.
3) As a teacher, his not knowing Spanish he regards as an asset to encourage and motivate the children to learn English more quickly.
4) The County Superintendent thinks a combined Wisconsin and Texas–Mexican group would be entirely possible and desirable next year. He thinks with state aids various school districts would run summer schools.
5) A local parent phoned, wanting to arrange for her children to attend the summer school.
6) A local dairy is providing milk free for the migrant children.
7) Crew leaders transport the children in their own cars.
8) The migrant children are excellent pupils from the point of motivation, application and educability. They are not as shy as had been anticipated.

**Dr. G. Aubrey Young, Chairman**
**Governor's Commission on Human Rights**

# FOREWORD

On July 5, 1960, at a meeting of the Manitowoc County Migrant Committee, approval and support for a four-week summer school program for children of migrant workers was given. This was the beginning of the project which is described on the pages of this report.

Earlier, the Governor's Commission on Human Rights had discussed with the Manitowoc County Committee the possibility of conducting such a program and offered financial assistance if such a school were set up. The primary interest of the Governor's Commission was to determine whether such a summer school program for migrant children could help these children overcome the losses they necessarily suffer in their education as a result of their frequent shifting of job locations.

Mrs. Lucien Newberry, Mrs. Alvin Kliment, and County Superintendent of Schools, Armond Kueter, were assigned the responsibility of making the arrangements necessary to conduct such a summer school program.

Mr. Lester Kornely was employed to teach the proposed classes in the Manitowoc Rapids School which is ordinarily used for the Manitowoc County Special Classes.

After arrangements for a school building and a teacher, the next task was that of enrolling the pupils. Visits were made to three of the migrant workers' camps where children of school age were known to be housed.

Parents of the children enthusiastically received the idea of a summer school for their children and were immediately willing to have their children enrolled in such a program.

Thus it was that on the first morning, July 18, 1960, twenty-two children ranging in age from 7 to 14 years walked into the summer classroom for instruction.

Significant contributions made by individuals and groups not already mentioned include: Mrs. Ruth Braun, Manitowoc County Home Agent; Lake-to-Lake Dairy Cooperative which furnished milk for the pupils each day at no cost; Harry Wedertz of Lakeside Canning Company, and Lakeshore Canning Company, both of which cooperated in transporting the children; R. J. Rensink, 4-H Club Agent; Manitowoc Public Library; Manitowoc County nurses and the Handicapped Children's Education Board of Manitowoc County who made the building available. To all of these, a special commendation is herewith extended.

**Lester J. Kornely, Teacher**
**Armond Kueter, County Superintendent of Schools**

# THE REPORT

This report will describe the general program of instruction and some observations and reactions to the program. Included also are forms, records and pictures of the school project.

## Meeting the Children

We kept in mind that we were teaching individuals, not just a school. Each child presented a problem in itself. It was rather difficult to group the children by grades. No two children were capable of working as a team or alone because of their varied abilities. Yet we tried to mold a program which would enable a child to learn at his own level and at his own pace. Such a program also had to take into account the special needs of children who would move without limiting the opportunity for the children who would stay for the whole summer session. For these reasons we wanted to work with a small group of children.

The pioneer project at Manitowoc Rapids was different from other migrant school situations in that it involved only the migrant children. It did not interfere with any local school situation. The school was in session when our regular local schools were closed for the summer vacation. We were fortunate in having the complete facilities of a regular school system. Without the help, suggestions, and guidance from the County Superintendent of Schools and his Supervising Teacher, our project would not have been a success.

Previous to the opening day of school, the expected enrollment was about fifteen children ranging in age from 7 years to 14 years. The indicated grades last assigned to those enrolled ranged from second grade to the sixth grade. Preliminary preparations and plans were made for children of that age and grade level. On the first day of school, nineteen children enrolled. The second day we had an enrollment of twenty-two children. Of these twenty-two children, two 13 year olds were last assigned to a fifth grade, one 12 year old last assigned to a fifth grade, one 10 year old last assigned to a fourth grade, one ten

Lester J. Kornely, teacher of the summer school for migrant children, poses with some of the pupils enrolled from the three migrant camps in Manitowoc County.

year old boy (Mexican) unclassified, one 9 year old girl (Mexican), unclassified, one 10 year old girl last assigned to third grade, one 8 year old boy last assigned to third grade. Then we had four girls ranging in age from 7 to 10 years who indicated they were last assigned to a second grade. So that left nine children ranging in age from 6 to 8 years who were never in school before and who enrolled for a first grade. With this type of enrollment and with so many children without any formal schooling, adjustment in plans, schedules and programming had to be made quickly. *This response of children appearing at school for an education clearly indicated the enthusiasm on the part of the children and the parents for their children in furthering their education when the opportunity was presented to them.*

## Testing Programs

A testing program was set up for the first two days of school. The nine children of pre-school level could not take a reading readiness test because of the language barrier. They could not speak English nor could they understand it. Three other children who indicated their grade level as third and fourth grade could not take the elementary type of test because the reading material was too difficult. They were then tested with the lower group that utilized the primary battery. Five pupils of the fourth, fifth and sixth grade level completed the elementary battery of tests. One of the five, a thirteen year old boy, failed to return to school on the third day. He was nearing fourteen years of age so his interest in schooling was lost. His average achievement on the test was not over 3.5. All of the other children's test results were approximately 2 grades below the grade they had indicated they were in.

The validity of the tests could be doubted because of the language barrier of most of the children. Those who had some formal schooling could speak, read, and write some English but not well enough to take a test in English, resulting in data for appropriate grade placements. In several cases, however, a closing testing program indicated a startling achievement gain during the four weeks. For example, a 9 and 10 year old sister and brother, assigned to the first grade and handicapped by language barriers, tested on July 19 at 1.4 and 1.7 respectively, and

on August 12 at 2.1 and 2.4 respectively. Obviously such children would quickly reach their proper grade level, given the chance.

## Achievements

With some knowledge of abilities, a flexible program of instruction, focused on needs of the individual, was set up for this pioneer project.

The younger group that enrolled as first graders presented quite a problem. They were not capable of a reading readiness program because of the language barrier. Thus much of their work involved kindergarten work which enabled them to try to learn the English language. We used several of the older and more capable children to sit in on our classes and act as interpreters the first two weeks of school. It was surprising to note the improvement in oral communication. The youngsters began to respond physically to oral expressions heard in English and soon after they were speaking a number of words (in English) that they had learned. We played simple games with color words, health words, foods, fruits, etc. The flannel board was most helpful in teaching colors, numbers, and the language stories. We also used pictures for oral identifications and various sets of phonic picture cards. The last two weeks of school for the readiness group were spent with a readiness workbook.

Within the short period of time that we had to work with these younger children, great improvements were noted in the following abilities, skills, and experiences which are basic for a systematic instruction in reading:

1. Concrete experiences of varied types commonly found in life situations, such as careful visual observations, reproductions, color sense, and ability to follow simple oral directions.
2. Ability to follow mental sequential ideas or story elements and use imagination.
3. Ability to express simple ideas orally in adequate vocabulary and sentence structure.
4. Ability to follow directions varying from a single statement to a series of three or more statements or directions.
5. Ability to imagine situations not immediately present to sight and touch.

6. Ability to distinguish, identify and remember visual forms.
7. Ability to distinguish, identify and retain auditory impressions.
8. Ability to investigate printed symbols, moving the eye from left to right and down the page.
9. Ability to see likenesses and differences.
10. Ability to recognize number sense, comparisons, size and auditory acuity.
11. Ability to distinguish more difficult discrimination in patterns, designs and objects.

While we were unable to complete the readiness workbook, it was surprising to note the remarkable improvement by the youngsters who could neither read, speak, or write anything in English when they entered. There is a great need for an activity program for these children who should be first graders according to age but are only prepared to do kindergarten and reading readiness work.

## Curriculum and Pupil Reaction

Music was quite enjoyable for all groups. We learned many easy primary songs. We also did much work in voice training, scale singing, and rhythm work. The youngsters were capable of singing at least twelve songs well and playing five numbers in the rhythm band at the close of our summer session.

We made use of the public library to supplement our supply of picture books for use with the reading readiness group. We also obtained a supply of science and social studies books for the 10 to 13 year old pupils. We had access to the county's film strip library which was of great help in the language arts program. Sound films were obtained from the University of Wisconsin. A unit in geography and social studies was covered on Wisconsin.

Playground activity was always supervised. A number of new games were learned. The children enjoyed most the use of all the playground equipment. The older boys played basketball and softball. The play periods afforded us the opportunity to have our migrant youngsters get acquainted with the local boys and girls. Again it was surprising to

A shadow game at recess attracts the participation of local resident children who invited their migrant playmates to come back again next year.

notice how receptive the local children were. The willingness to co-operate and to share their experiencs with these unfamiliar migrant children was most outstanding. The migrant children expressed a desire to see the local boys and girls again next year.

Language and spelling were combined. Skills that were pertinent to one subject were related to the other and stressed and developed according to the simple everyday needs of the individuals. Textbooks, workbooks, and many other teaching aids and devices were available and arranged so that each pupil could be working at his own level. Writing and correct number forms were also stressed. Many of the children of second, third, and fourth grade level found cursive writing very difficult. Those who could do some printing were given help in correcting their printing.

Arithmetic seemed to be the subject most liked by the children of all group levels. They were eager to work on fundamentals dealing with whole numbers but disliked doing the simple and easy story problems. This probably was due to the fact that their reading skills have not been properly developed. If the story problems were read to them, they could readily do the necessary computation work. Test results indicated that their greatest achievements were made in arithmetic.

Health was stressed through everyday practical experiences. A social noon lunch period, conducted daily, encouraged friendly conversations and good eating manners. No one left the room until all were through with their lunch, unless they were given permission to be excused. Milk and crackers were provided for all the children during the morning recess. Neatness on the playground was also practiced. We did not permit "litterbugs" among our group. Personal cleanliness was at a premium. It was amazing to see how careful each individual was in regard to his own grooming. We had never seen youngsters wash their hands as often as our group did. Again, we feel that if these children are given the opportunity to better themselves, they will do it, especially if they are started out when in the kindergarten and lower grade level years.

Through the cooperation of the County Nurse, a check on the vision of each child was made. Results showed that nineteen of the children had good vision. Three needed further consultation with the eye doctor.

We tried several daily programs. School began at 9:00 A.M. and dismissed at 3:30 P.M. The first two weeks we had a group of fifth and sixth graders who were capable of doing some social studies and science. The last two weeks this group had moved on leaving us with the reading readiness or kindergarten group and the elementary group of second, third, and fourth graders who were prepared to do only first and second grade work. We found that a socialized group activity period each morning encouraged the younger children. They selected their own puzzles, games and toys, and worked and played socially together for about one-half hour. This gave the teacher time to prepare for the day. It was also a period for teacher-pupil planning.

The following was the daily schedule for the primary and middle grade group:

| | |
|---|---|
| 9:00– 9:30 | Opening group activities. Teacher-pupil planning. Socialized play. |
| 9:30–10:15 | Reading development—all groups |
| 10:15–10:30 | Writing and printing improvement |
| 10:30–10:45 | Recess—milk |
| 10:45–11:30 | Arithmetic block—all groups |
| 11:30–11:50 | Supervised play and games |
| 11:50–12:00 | Getting ready for lunch |
| 12:00– 1:00 | Lunch |
| 1:00– 1:30 | Music—rhythm band |
| 1:30– 2:00 | Reading development—all groups |
| 2:00– 2:30 | Language and spelling block |
| 2:30– 2:45 | Recess |
| 2:45– 3:30 | Individual work, study-time, visual aids, evaluation and closing activities three days per week. Art two days per week. |

*Note:* The younger children were dismissed 15 minutes earlier for recess periods.

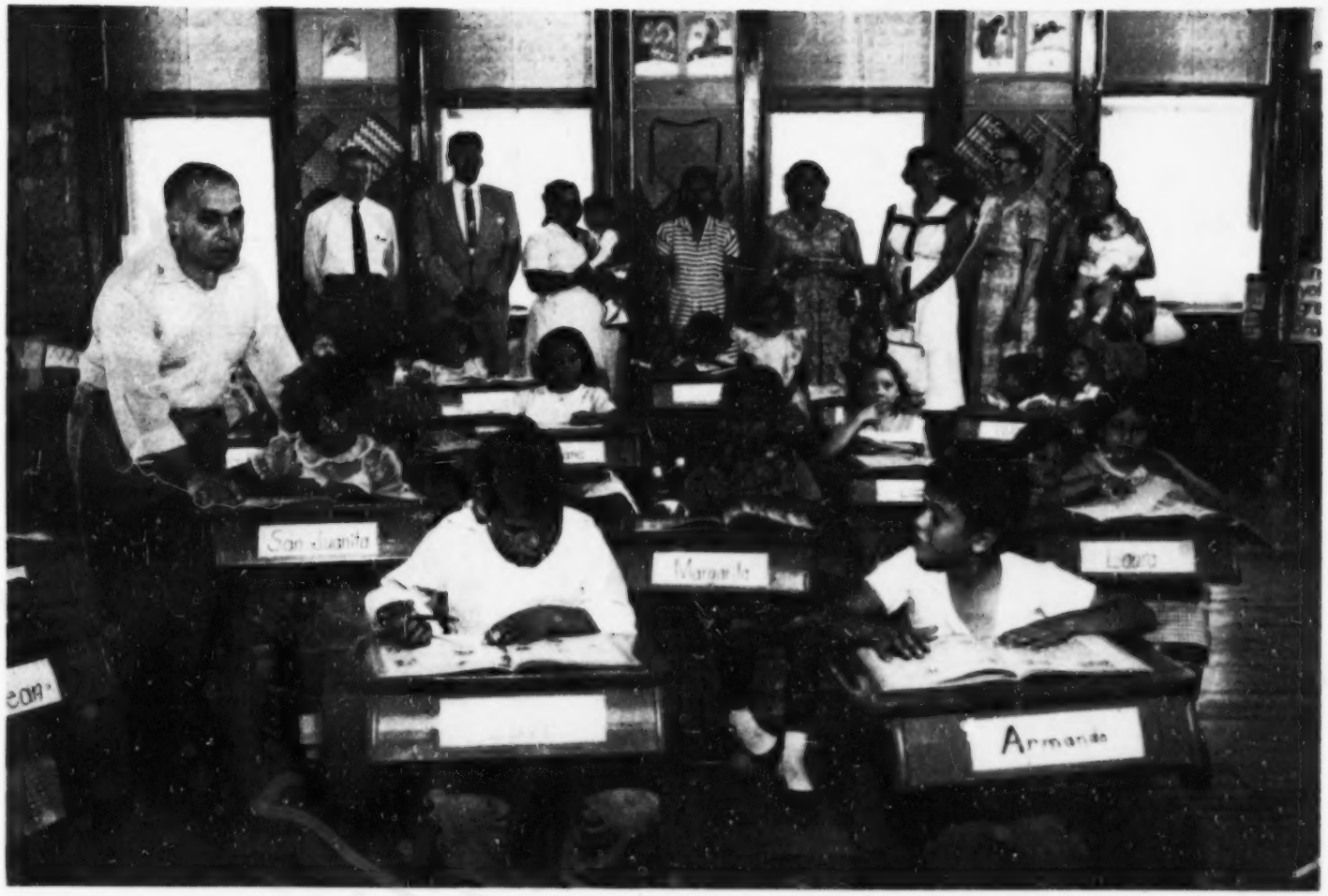
## Observations and Conclusions

Because this was a new project to our community and perhaps also something of a pioneering venture in summer school for migrant children, we will include in this report a few observations and reactions as they were discerned by those of us involved in some way with the program. *It is our definite impression that the group of children with whom we worked were retarded only in the educational sense and by no means in any other way.* This is perhaps to be expected because of their frequent moving. The impact of these frequent moves on their academic achievement was very obvious. Needless to say, such a program as this, regularly conducted, would go a long way to compensate for their lack of achievement. For example, the older and more advanced group was with us for only two weeks. Yet a substantial improvement in attitudes, behavior, academic achievement and social adjustment to group and learning situations was noted in this group to justify more schooling of this type for migrant children.

Our experience leads us to believe that the kind of growth which we must help these children to achieve can be accomplished by providing rich and varied experiences in a similar short term school situation. We observed the attendance of these children to be excellent, as evidenced by the attendance report included. *(See page 16.)* One of the comments made by a driver sums up the attitude of the children toward school. He explained that each morning the children were not only ready when the car arrived to take them to school, but anxiously ran to meet it. *Similarly, the attitude of the parents was one of deep concern for the best education possible for their children and in no case was there any resistance toward the school or program.*

The community, to the extent that it was able to learn about the school program for these migrants, was generally favorable. An occasional comment, however, indicated a certain resentment for providing this opportunity for the migrant children and not for the local people. Also, a frequent question which relates to the attitude of the community was, "Who's paying for this?"

*The reaction of the employing group for these migrant workers, which in this case was largely the two county canning companies, Lakeside and Lakeshore, was entirely favorable.* More than that, they were willing to contribute time, money and energy to this project to help insure its success. This demonstrates, in our opinion, a real desire on the part of these employers to provide every opportunity for these migrant families that would give them status, respect and a place in the community.




Mothers of the migrant children accepted County Superintendent Kueter's invitation to "graduation exercises."

## ATTENDANCE RECORD

| Name | Age | Enrollment Period | | Days Present | Days Absent |
|---|---|---|---|---|---|
| | | Date of Entrance | Date of Withdrawal* | | |
| San Juanita Teneyuque | 10 | July 18 | August 12 | 20 | 0 |
| Leonardo Teneyuque | 6 | July 19 | August 12 | 8 | 12 |
| Luis Orozco | 10 | July 18 | August 12 | 20 | 0 |
| Maria Jean Orozco | 9 | July 18 | August 12 | 20 | 0 |
| Lupe Orozco | 6 | July 18 | August 12 | 20 | 0 |
| Diane Martinez | 7 | July 18 | August 12 | 20 | 0 |
| Gloria Martinez | 7 | July 18 | August 12 | 20 | 0 |
| Billy Sanchez | 13 | July 19 | July 19 | 1 | 0 |
| Laura Elsa Herrera | 6 | July 18 | August 12 | 20 | 0 |
| Armando Herrera | 8 | July 18 | August 12 | 20 | 0 |
| Anna Mancha Rodriquez | 6 | July 18 | August 12 | 20 | 0 |
| Antonio Caudillo, Jr. | 13 | July 18 | August 12 | 5 | 15 |
| Margarita Caudillo | 8 | July 18 | August 12 | 16 | 4 |
| Belen Caudillo | 6 | July 18 | August 12 | 16 | 4 |
| San Juanita Rodriquez | 10 | July 18 | July 29 | 9 | 1 |
| William Harris, Jr. | 7 | July 18 | August 12 | 12 | 8 |
| George Gruver, Jr. | 7 | July 19 | July 28 | 7 | 1 |
| Jose Pena, Jr. | 13 | July 18 | July 29 | 10 | 0 |
| Esmeralda Cano | 6 | July 18 | July 27 | 8 | 0 |
| Fidelia Marroquin | 8 | July 18 | July 27 | 8 | 0 |
| Enoelia Martinez | 12 | July 18 | July 27 | 8 | 0 |
| Oralia Martinez | 10 | July 18 | July 27 | 8 | 0 |

*Children who withdrew before August 12 did so to accompany their parents who moved on to work in other areas.

## MIGRANT CHILDREN
## SCHOOL RECORD

Student's Name ---------- ---------- ----------
Last First Middle

Date of Birth ---------- ---------- ----------
Year Month Day

Years of School Attendance to date ----------

Where attended ----------

Age at this time ---------- Last Grade assigned ----------

Father's name and local address ----------

### ACHIEVEMENT TEST RECORD

| Name of Test | Form | Date Given | Read. | Arith. | Lang. | Spell. | S. St. | Sc. | Ave. Ach. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

### ATTENDANCE AND SCHOLASTIC RECORD

| Teacher | Date En-rolled | Date With-drawn | Total Days in Session | Days Present | Music | Art | Read. | Arith. | S. St. | Sc. | Lang. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | |

GENERAL REMARKS: ----------

---

## SUMMER SCHOOL FOR MIGRANT CHILDREN
## ENROLLMENT BLANK

Pupil's Name ---------- Age -----

Years of School Experience ---------- Last Grade Assigned -------

Physical Defects if any ----------

Parent's Name ----------

Local Address ----------

Employer ----------

Signature of Parent: ----------

## REPORT OF

Name ----------
who attended summer school at the Rapids School in Manitowoc, Wisconsin, from July 18 to August 12, 1960.

Attendance:

Days Present ---------- Days Absent ----------

Subjects Studied:

| | | | |
|---|---|---|---|
| Reading | ------ | Spelling | ------ |
| Arithmetic | ------ | Readiness Program | ------ |
| Music | ------ | Physical Education | ------ |
| Art | ------ | Science | ------ |
| Language | ------ | | |

Child's General Performance:

Poor ---------- Fair ---------- Good ----------

Teacher's Signature ----------

Jt. Res. No. 111, S.

December 14, 1959—Introduced by Senators MOSER, CARR and CLARK. Adopted.

## A JOINT RESOLUTION

Relating to the education of migrant workers.

Whereas, the State of Wisconsin wishes to acknowledge its responsibility to meet the educational needs of all children who come under its jurisdiction; and

Whereas, there are significant numbers of children who are deprived of normal educational opportunities because of migration, or other circumstances beyond their control; and

Whereas, The State Migrant Committee has initiated and is currently sponsoring, in co-operation with the University of Wisconsin, The Governor's Commission on Human Rights, and the United States Department of Health, Education and Welfare, a research study to determine an effective educational program for children of migrant workers; now, therefore, be it

Resolved by the senate, the assembly concurring, That the legislature affirm that the State of Wisconsin intends to meet its responsibilities for helping to create, develop and maintain an effective educational program, during regular school periods and during the summer, for the children of migrant workers in Wisconsin.

## INDUSTRIAL COMMISSION ORDER, JUNE 1, 1960

*Minimum Age for Certain Agricultural Employments.*

Ind. 70.16 EMPLOYMENT OF MINORS IN AGRICULTURE. No minor under 12 years of age may be employed or permitted to work under Section 103.77 (2) in cherry orchards, market gardening, gardening conducted or controlled by canning companies and the culture of sugar beets and cranberries.

(1) The presence of a child under 12 at the place where his parent or guardian is employed, if merely for the purpose of supervision, is not prohibited by this order, and

(2) An employer is not deemed to have permitted a child to work at employment prohibited by this order if he has notified his employes of its provisions and has made reasonable effort to enforce such provisions and has not acquiesced in children under 12 performing such work.

## MEMBERS OF MANITOWOC COUNTY MIGRANT COMMITTEE

| *Name* | *Organization Represented* | *Wisconsin Address* |
|---|---|---|
| Mrs. Ruth Braun | County Home Agent | 833 N. 15th St. Manitowoc |
| John Ausman | Dir., Vocational & Adult School | 1400 Clark St. Manitowoc |
| Rev. Paul H. Blaufuss | County Ministerial Association | 1509 Marshall St. Manitowoc |
| Mrs. Joe Eggers | Manitowoc Girl Scout Council | 2416 Washington St. Manitowoc |
| Mrs. Gilbert Brandt | Manitowoc Girl Scout Council | 2416 Washington St. Manitowoc |
| Mead Hansen | Chamber of Commerce | Wood Block Building Manitowoc |
| Gilbert Herrera | Migrant Labor Leader | Lakeside Packing Co. Manitowoc |
| Alvin J. Gill | Sheriff Department | Court House, Manitowoc |
| Mrs. John Gronowski | Catholic Women's Club | 1941 Roosevelt Two Rivers |
| Armond Kueter | County Superintendent of Schools | Court House, Manitowoc |
| Mrs. William Fischer | Farm Bureau Auxiliary | R. 4, Manitowoc |
| William Ledvina | Lakeside Packing Co. | Lakeside Packing Co. Manitowoc |
| William Mueller | 4-H Club Jr. Leaders | R. 2, Manitowoc |
| Mrs. Gerald Napiezinski | County Homemakers | R. 2, Manitowoc |
| Mrs. Lucien Newberry | United Church Women | 2004 Columbus St. Manitowoc |
| Miss Mary Peroutka | County Nurse | Court House, Manitowoc |
| Mrs. A. F. Rank | Social Welfare Agencies | 907 Wilson St. Manitowoc |
| Ray Sullivan | Labor Council | 1635 S. 17th St. Manitowoc |
| Kenneth Tate | County Welfare | Court House, Manitowoc |
| Wallace Nate | Employment Service | 1031 S. 20th St. Manitowoc |
| Father Mark Schmitt | Manitowoc Apostolate | 901 York Street Manitowoc |
| Roy Valitcka | Editor, Herald Times | Herald Times, Manitowoc |
| Peter Yabkunas | Lakeshore Canning Co. | Cleveland |
| Gerald P. Hansen | County Agricultural Committee | 1501 Cherry Road Manitowoc |
| Miss Anita Gundlach | Asst. State Leader Home Economics Extension | 212 Ag Hall, U. of Wis. Madison |
| Miss Joyce Schultz | County Home Agent | Court House, Manitowoc |
| John Buchholz | County Agricultural Agent | Court House, Manitowoc |
| R. J. Rensink | 4-H Club Agent | Court House, Manitowoc |
| Mrs. Rebecca Barton | Director, Governor's Commission on Human Rights | State Capitol, Madison |

## MEMBERS OF GOVERNOR'S COMMITTEE ON MIGRATORY LABOR

Professor Elizabeth Brandeis Raushenbush, (Chairman)
Economics Department
University of Wisconsin, Madison

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Home Economics Extension
University of Wisconsin, Madison

Henry Heimann, President
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Route 4, Chilton

Richard Horner, President
Wisconsin Muck Farmers' Association
Horner Farms, Union Grove

Mrs. Harmon Hull
Route 1, Waupun

Miss Jenny Lind
Division for Children and Youth
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